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ABSTRACT

Five articles describe effective ideas and techniques suggested by correctional educators. In "Warming Up: Mental Exercises for Successful Learning" (Louise Henick), warm-up exercises to help students get ready to learn are discussed, such as daily journals, word of the day, and quote of the day. "Keeping Students Posted" (Richard Johnson) shows how to overcome limited resources by using a bulletin board. "It's Going Round" (Susan Olsen) proposes uses of roundtable discussions. Nine "Principles for Teaching Adult Learners" are listed. In "Picturing Success: Using Art Therapy to Teach Behaviors" (KrisAnn Sullivan), the success of an art therapy program with juvenile offenders in Nebraska is documented. (KC)

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TIPS FROM TEACHERS

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Warming Up: Mental Exercises For Successful Learning

Louise Henick

Although the following tips refer specifically to language arts teaching, the techniques are readily adaptable to any subject.

Often times the most difficult part of the lesson is getting students ready to work and learn. Having taught Language Arts to mildly disabled adolescents and adults, I have found ways to help students to begin to working and to review basic skills.

One way is having students write in a daily journal. This is a good way for students to have practice in writing as well as sharing any feelings or concerns that might keep them from focusing on the learning task. The writing may be timed or there may a specific number of sentences required depending on the group or individual needs of the students.

For the reluctant writer, the student who says the same thing each day, or the student who needs vocabulary work, a word for the day or topic will be given and the student(s) must write on that. If the student is writing about a problem, I urge the student to provide possible solutions.

I try to get the students to review their journals after writing or periodically to correct any mistakes. Journals are never graded, but they are a good way to provide springboards for group or individual discussion and to see progress in the development of writing skills. I use them to help me with lesson planning.

Two other good warm-ups for learning are the word of the day and quote of the day. Words, usually multi-syllabic or that would be unfamiliar, are taken from a variety of sources. The words may be related to the news, the season, or any relevant or interesting topic. The students are asked to give the meaning.

The word is then put on chart paper with its phonetic spelling and either a synonym or definition and sentence. Words may be used when group games are played, in teacher made word finds or cross word puzzles.

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Keeping Students Posted

Richard Johnson

One way I overcome limited resources in my social studies and science classes is by using a bulletin board in the classroom. For it, I select current social studies and science articles from various local newspapers and magazines such as *Time* and *Scientific American.*

The criteria I use to select an article are latest science studies or findings, American history with an emphasis on multicultural themes, bizarre or humorous news, crime news, articles relevant to current studies, etc.

I try to have an average of five articles on the bulletin board. At the beginning of each class period, we discuss the articles which may take from ten minutes to the whole class period; it usually takes and average of fifteen minutes.

The advantages and objectives are:

- •The learners are active participants in the learning process.
- •The students are kept current on the latest scientific findings and social studies issues.
- •It is not expensive.
- •All academic skill levels can participate equally regard less of their reading level.
- •Their verbal thinking skills are enhanced.
- •There is a reality check factor.

This bulletin board is a success. Students and my colleagues contribute articles. If I forget to go over the board articles, I am firmly reminded by the students to do so. And it has passed the test of time for I have employed the bulletin board approach for about two years now.

Richard Johnson teaches for the Colorado Department of Corrections in Canon City. He is one of five teachers in ABE, GED, Reason and Rehabilitation.

Principles for Teaching Adult Learners

Adult learners:

1. are self-directed and able to be autonomous;
2. have accumulated a foundation of life experiences and knowledge;
3. are goal oriented;
4. are relevancy oriented and need to see application;
5. are practical;
6. need to be shown respect;
7. need feedback about how they're doing;
8. need to see a reward for learning;
9. must be interested in a subject.

It's Going Round

Susan Olsen

Roundtables is an exercise that can be used for several purposes: promote cooperative group learning, review, stimulate discussion, and as a pre-writing activity. It will work with any level of students.

Divide students into groups of three (if the group is too large, there is too much idle time). Give each team one sheet of paper. All names should go on the sheet (if the paper is collected at the end, there will be greater participation).

Assign a topic; for example, "What are the advantages and disadvantages of television?" The first student writes down one idea and then passes the paper to the right. The second student writes down another idea and passes the paper.

Spend no more than ten minutes on the topic.

Susan Olsen is a GED Language Arts Teacher at Eastern Correctional Institution, Westover, Maryland. She adapted this idea from Jeanne Stone, Cooperative Learning and Language Arts: A Multistructural Approach.

Research shows that adult learners retain more when material is presented using group projects and activities, and when asked for feedback and personal experience.

Picturing Success: Using Art Therapy To Teach Behaviors

KrisAnn Sullivan

The West Kearney High School's art therapy program was designed to provide Youth Development Center students with art experiences conducive to psychoeducational growth. It is coordinated with the positive peer culture treatment program.

Approximately 400 twelve to eighteen year old male juvenile offenders are committed to YDC annually through the courts from all parts of Nebraska. The majority are from the Lincoln and Omaha areas. Of this "at risk" population, 44% are of color (6% American Indian, 1% Asian, 25% Black, and 12% Hispanic). All of the students are considered educationally disadvantaged, 31% are school dropouts, and 65% are learning disabled or handicapped.

Behavior problems include lying, stealing, aggravating, resisting authority, fronting, having a low self-concept abusing drugs or alcohol, misleading others, being easily misled or becoming angry easily. For treatment purposes, students are placed in groups of 9-12 based on age and sophistication, not grade level.

Upon his initial enrollment, each student completes a diagnostic evaluation, "art intake" which measures his present performance level in making and sharing art. Within two weeks of enrollment each student reviews his art therapy plan which uses information from his art intake, school and case history, and art interests. The overall goal for students is to improve ability to make and/or share art. This will improve ability to identify and solve problems. It will improve ability to recognize and make contributions to others.

The teaching/therapy strategy is the giving and accepting of help between group members. They are expected to be teachers as well as learners. Students suggest ways to work on behavioral problems in the art room. For example, a student working on a stealing problem might take responsibility to assure brushes are cleaned well which will demonstrate respect of other's property. The individualized art therapy plan also includes targeted objectives, assignment and projected time lines.

Lessons involve a variety of media and modalities limited only by imagination. They balance art studio, history, criticism, and aesthetics required by the discipline based art curriculum taught in their hometown schools. There are twelve individual lessons in the specially designed series "Everyone Wonders, 'For What Purpose?'"

Group projects include a trip to the Museum of Nebraska Art with related pre- and post-activities, art careers exploration, the "Annual Chalking of the Walks" and the Very Special Arts Nebraska Festival, a service learning project bringing art to handi-capable people in the community. Students are encouraged to help and teach each other throughout all lessons.

As students complete assignments, they share their work with the group, teaching what they have learned and explaining non-verbal communications. The group responds by evaluating the student's project and/or relating the student's work to what is happening with him outside of the art room. The group and art therapist review his goals and write progress notations. In addition the art therapist makes oral or written monthly reports of student progress to treatment teams. Student art work documents treatment progress or alerts the team to treatment conflicts.

The program's success is documented by the progress noted on each student's IEP and by students' evaluations. Information indicates that over 97% of the students agree with all of the following:

- students are provided with work that fits their abilities
- students are able to express their opinions and feelings

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Tips From Teachers: Ideas That Work was developed in response to member requests for information that can be immediately applied. *Tips* will

- showcase effective correctional education programs
- describe unique attributes of state/provincial correctional education systems
- highlight effective teaching techniques

Are you using something in your classroom, shop, or program that others could use? Do you have an effective program that could be duplicated or modified? *Tips* would like to know about it.

Submissions should be from correctional educators with experience in a shop/classroom or in supervising correctional education programs. Teaching tips should include information on the level of education, objectives, and materials as well as methods.

Program descriptions should include facility, size, curriculum set up, staff and materials used.

Friendly editing help is available.

Mail submissions to:
Ruth Perkins, Editor
112 Oak NE
Albany OR 97321

Tips thanks all those who sent articles. Continued publication depends entirely on receiving articles from you. Do not wait for an invitation.

Ruth Perkins is an instructor in the inmate education program at Chemeketa Community College, Salem, Oregon. She teaches the college composition sequence and technical writing.

Warming Up

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A quote of the day is also a good vocabulary builder, provides structure for a brief discussion and a way to review capitalization and punctuation rules. In addition, the author of the quote may be talked about. If in the quote there are any of those spelling demons or easily confused words (then/than; their/there) those are noted as well. Many of the quotes are chosen to motivate or inspire both students and teacher to deal with the difficulties of life.

In a 45 minute lesson, I try to limit my warm-ups to no more than 15 minutes. Over the years I have found these warm-ups to help with providing the structure of helping students make the transition from what happened before my class to my class, while at the same time improving skills in the various components of language arts.

Louise Henick teaches at DCE Youth School, Beaumont Learning Center, in Virginia.

Picturing Success

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- students are provided with a variety of media and modalities with which to work
- student interests are considered before setting their goals
- what students learn will help them in the future
- students enjoy the program
- the art program encourages students to help each other
- the art program encourages them to accept responsibility for their actions.

Student written comments include:

"Teaches me how to do things I never thought I could before"
"Makes me want to work on hard stuff to use my ability"
"I find out how to use my strong areas to help me with my weak areas"
"I have learned a lot about myself"
"This way its simple and easier to learn"
"I learn something every time I come here"
and finally the comment made most often, " I wish this class was longer."

KrisAnn Sullivan is anArt Therapist. She teaches at West Kearney High School, Youth Development Center, Kearney, Nebraska.